DOCUMENT RESUME

ED 234 467 EA 015 849

TITLE	Master Plan for Educational Facilities: Garwood, Union County, New Jersey.
INSTITUTION	Engelhardt and Engelhardt, Inc., Purdy Station, N.Y.
SPONS AGENCY	Garwood School District, NJ.
PUB DATE	Aug 79
NOTE	66p.; Maps may not reproduce.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Articulation (Education); *Community Characteristics; Community Zoning; Declining Enrollment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Education; Enrollment Projections; Enrollment Rate; Facility Case Studies; *Facility Requirements; Local History; Maps; *Master Plans; School Buildings; *School Demography; School Districts; School Organization; Tables (Data)
IDENTIFIERS	*New Jersey (Garwood)

ABSTRACT

Garwood, New Jersey, is a small borough of 0.69 square miles with an estimated population in 1978 of 4,856 persons. This master plan for educational facilities begins with an overview of the district that describes its beginnings as an industrial community. A number of maps illustrate characteristics of the area including its topography, relationship to key population centers and transporations routes, and locations of community facilities. The text describes local industry and business, environmental factors, and the current school system. Demographic factors described in text, maps, and tables include zoning and land use, housing, transportation, population characteristics, and enrollment data and estimates. The section on the current education program details the administrative and grade organization, educational philosophy, curriculum, interdisciplinary and cocurricular activities, pupil personnel services, community use of schools, and food service. A brief description of the three elementary schools is provided, with tables giving the capacity and educational and physical evaluation of each school, along with site and floor plans. The plan recommends closing one small building and consolidating all school activities, including administration, in a complex composed of the other two schools. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234467

MASTER PLAN FOR EDUCATIONAL FACILITIES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

David F. Engelhardt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GARWOOD

UNION COUNTY
NEW JERSEY

AUGUST 1979

EA 015 849

Engelhardt and Engelhardt, Inc. ◆ Educational Consultants

MASTER PLAN FOR EDUCATIONAL FACILITIES

GARWOOD

UNION COUNTY

NEW JERSEY

August, 1979

Engelhardt and Engelhardt, Inc., Educational Consultants
Purdys, New York 10578

BOARD OF EDUCATION

Phyllis Smolley
President

John D. DeStefanis

Earl Fairchild

Joseph Fuentes

James D. McDonald

Edward J. Olenick

Rev. Robert Rischmann

Elizabeth Schnell

Michael Wolski

James H. Cummings
Board Secretary

John Malone
Board Attorney

Dr. James M. Callam
Superintendent of Schools

TABLE OF CONTENTS

		Page
I	OVERVIEW OF THE DISTRICT	1
	Geographic Setting	1
	Historical Background	1
	Local Industry and Business	6
	Current School Systems	6
	Environmental Factors	7
II	DEMOGRAPHIC FACTORS	9
	Zoning and Land Use	9
	Housing	11
	Sanitary Sewer System	11
	Population Characteristics	11
	Nonpublic School Enrollments	13
	Highways	13
	Population Mobility	14
	Public Utilities	14
	Future Enrollments	14
	Births and Grade One Enrollments	14
	Past Enrollments	15
	Estimates of Enrollments	16
III	SUPPORT FACTORS	18
IV	TRANSPORTATION	19
V	ETHNO-CULTURAL FACTORS	21
VI	THE EDUCATIONAL PROGRAM	22
	Enrollments and Grade Organization	22
	Administration	22
	Philosophy and Goals	22
	Articulation	26
	Curriculum and Activities in the Teaching-Learning Process	27
	Interdisciplinary Activities	27
	Use of the Media	27
	Class Size	27
	Co-Curricular Activities	28
	Pupil Personnel Services	28
	Community Use of Schools	28
	Food Service	28
	Transportation	28

TABLE OF CONTENTS
(continued)

		Page
VII	EXISTING FACILITIES	29
	Washington School	30
	Franklin and Lincoln Schools	34
	Community Recreational and Cultural Facilities	50
VIII	RECOMMENDATIONS AND TIMETABLE	51
IX	SUMMARY	52

TABLES

1	Current Public Schools	6
2	Land Use Area Analysis	9
3	Population of Garwood, New Jersey	11
4	Population of Garwood by Age Groups	12
5	Births to Residents	13
6	Enrollments in St. Anne's School	13
7	Relationship of Births and Grade One Enrollments Six Years Later, with Estimates to 1984-85	15
8	Enrollments by Grade	15
9	Survival Ratios	16
10	Estimates of Enrollments	17
11	Traffic Counts	20
12	Enrollments and Grade Organization	22
13	Capacity of Washington School	31
14	School Facilities Evaluation Instrument - Washington	32
15	Capacity of Franklin School	36
16	Capacity of Lincoln School	37
17	School Facilities Evaluation Instrument - Lincoln-Franklin	38

MAPS

1	Relationship of Garwood to Key Population Centers and Transportation Routes	2
2	Locations of Community Facilities	3
3	Locations of Homes of Pupils Attending Grades 1-3	4
4	Topography	8
5	Zoning	10

SITE AND FLOOR PLANS

	Washington School	40
	Franklin School	42
	Lincoln School	47

OVERVIEW OF THE DISTRICT

Geographic Setting

Garwood, a borough of 0.69 square miles, is located in Union County. It is surrounded by Westfield and Cranford. New Jersey Route 28 and the Central Railroad of New Jersey division of Conrail cut the Borough in half. The Garden State Parkway is only a few miles away. Map 1 shows the geographic setting of Garwood in relation to major urban centers, including New York City.

Map 2 shows all public facilities, including schools. Also shown is the location of St. Anne's parochial school. Property off the tax rolls primarily involves roads, schools, churches, municipal buildings, and park land as shown on Map 2. The value of this tax exempt property is $6,692,800.

Map 3 shows the approximate locations of residences of pupils in grades one, two, and three for 1978-79.

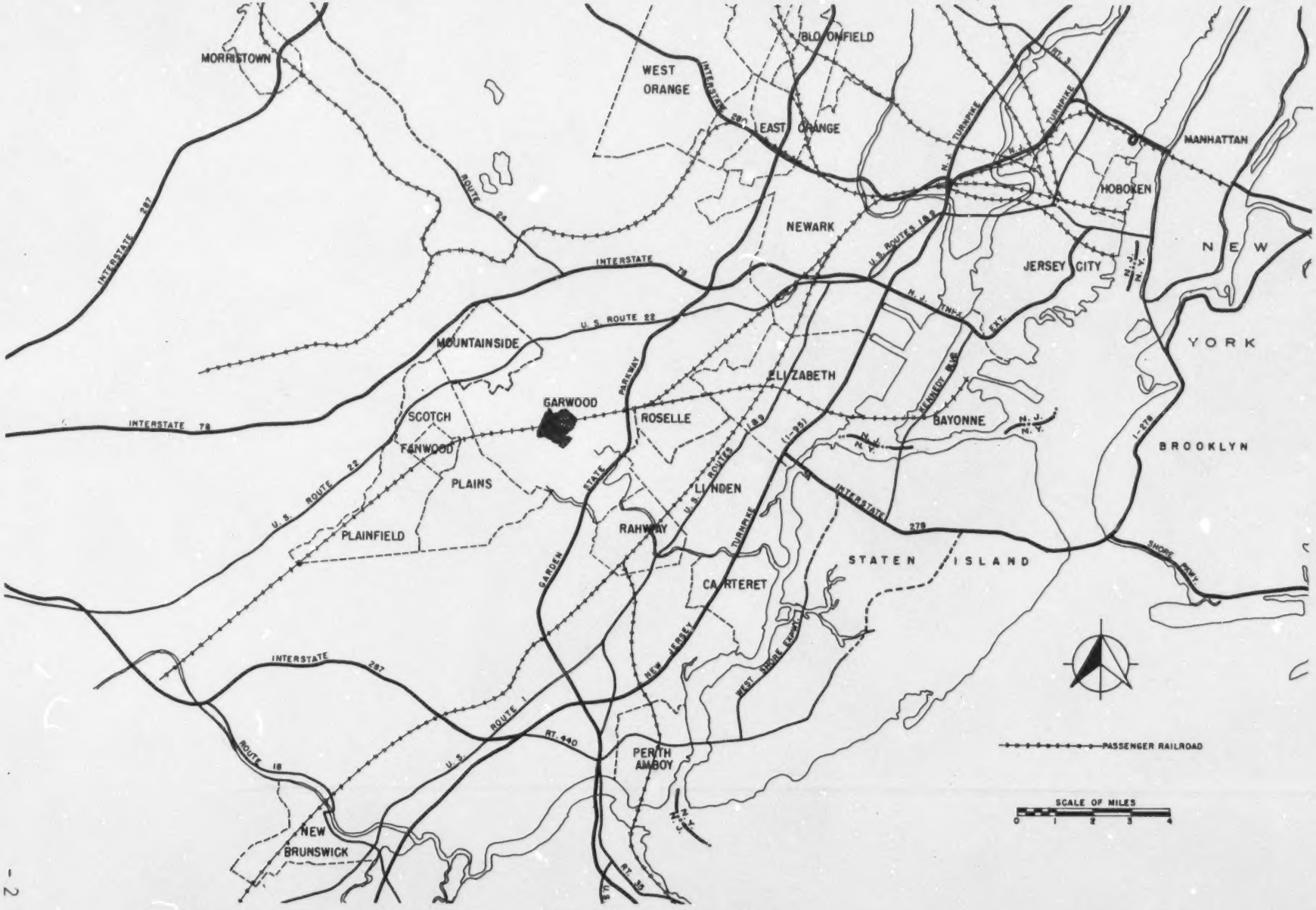
Historical Background

The Souvenir Journal of Garwood's 50th Anniversary Celebration records some of the legacy which the citizens have inherited.* In 1871, the "isolated" industrial community of Garwood was split by the formation of the Township of Cranford. The industrial tax base west of Center Street stayed with Westfield, while Cranford received half the treasured industrial base by taking that portion of the community east of Center Street.

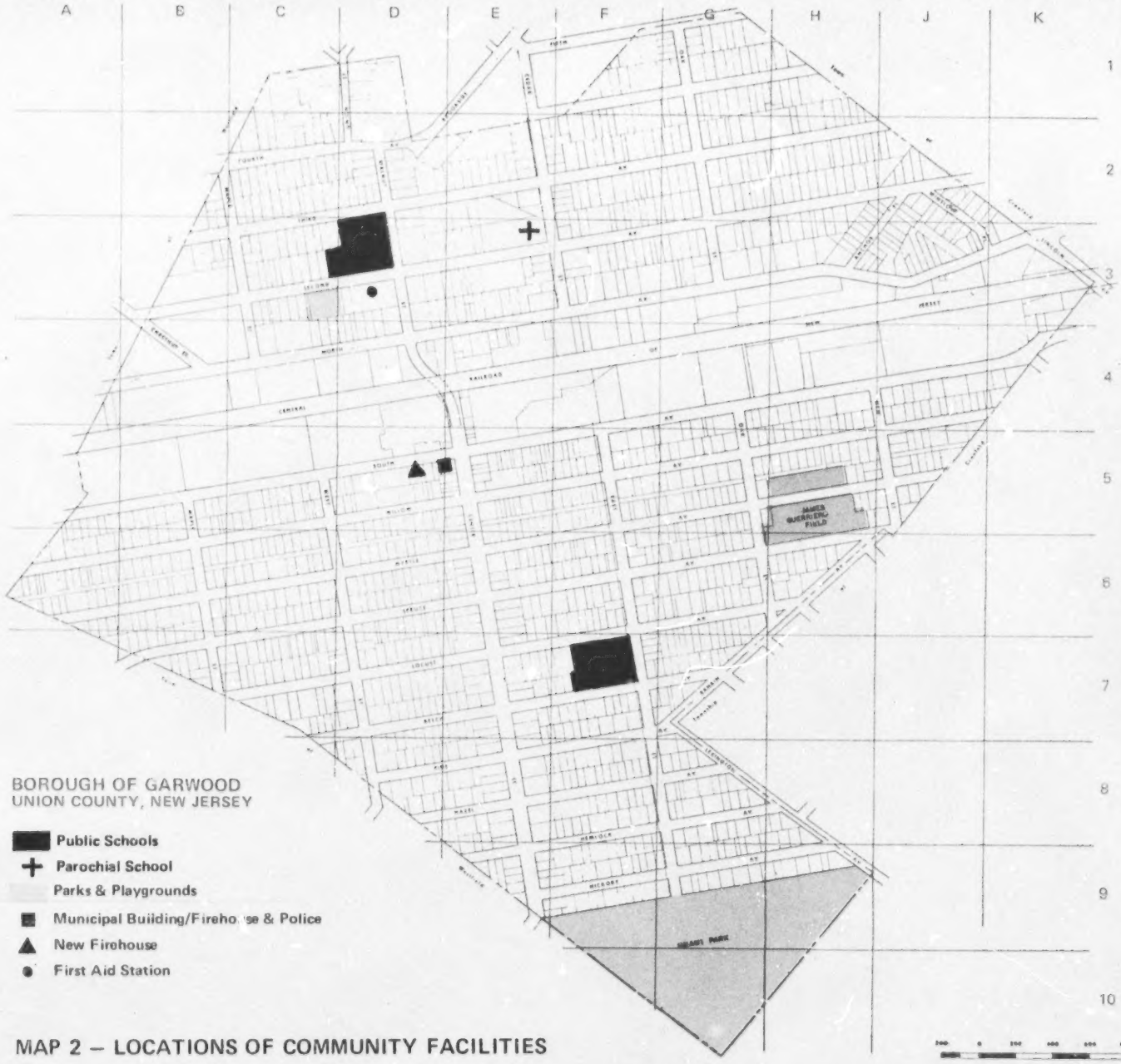
The Souvenir Journal reports that by 1900 residents began to agitate for more quality in community services.**

---

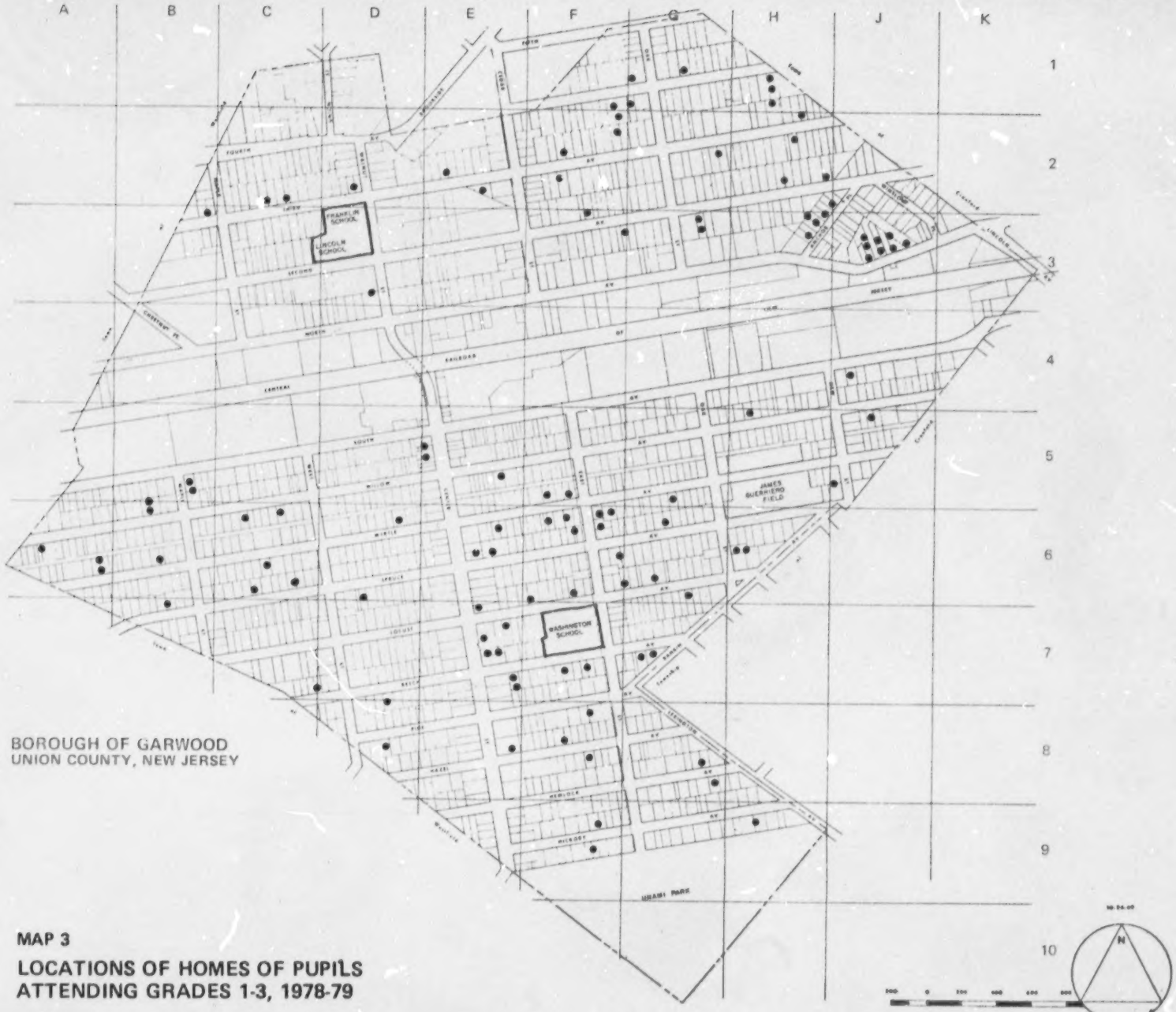
* Borough of Garwood, Souvenir Journal, 50th Anniversary Celebration, 1953.
** ibid., p. 10.



MAP 1 – RELATIONSHIP OF GARWOOD TO KEY POPULATION CENTERS AND TRANSPORTATION ROUTES



MAP 2 – LOCATIONS OF COMMUNITY FACILITIES



BOROUGH OF GARWOOD
UNION COUNTY, NEW JERSEY

MAP 3

LOCATIONS OF HOMES OF PUPILS ATTENDING GRADES 1-3, 1978-79

> Lying on the outskirts of two municipalities, Garwood was in a difficult position. The school system was inadequate—parents complained bitterly of the step-child treatment accorded their children in the ungraded local school. The school was operated by Cranford, but those children on the Westfield side of Center Street were not permitted to attend. In December, 1902, Garwood angrily petitioned for a separate school district with a Board of Education of its own, and later that month Cranford agreed to permit Westfield children under eight to attend the local school, with Westfield paying Cranford on a pro-rata basis.

Garwood became an independent borough in 1903. In secondary education, Garwood has recognized the value of regionalization. In 1937 it became a member of the Union County Regional High School District.

After the main line of the Central Railroad of New Jersey running through Garwood was built, Garwood became a manufacturing center. The Proposed Industrial/Commercial Zone Feasibility Study goes on to say:*

> Notable among the early 1900's industrial activities in Garwood, was the production of musical instruments. Two of the industries involved in this activity were the Votley Organ Company and the Aeolian Company. The Aeolian Company manufactured pianos . . .
>
> Historically, the industrial core of the Borough developed in a concentrated area along the Central Railroad corridor between two major east-west roadways, North Avenue and South Avenue. There is no doubt that the primary factors influencing industrial development, at this time, was the proximity to the Jersey Central Railroad and access to the two major east-west roadways.

In recent years industrial growth has bypassed Garwood, and in 1974 it was "15th among the County's municipalities in terms of the municipal share of the total industrial land area of the County.**

Garwood now has three elementary schools in operation: Franklin School built in 1913, Lincoln School built in 1926, and Washington built in 1922. High school students in grades nine through twelve attend Jonathan Dayton Regional High School.

---

* Planning Board, Borough of Garwood, Union County, New Jersey, in consultation with Jaman Engineering Associates, Randolph, New Jersey; May, 1978; p. 2.
** ibid., pp. 2-3.

The enrollment in kindergarten through grade eight has always been quite low and has been declining for some time. In 1967 there were 582 pupils in these grades. In 1978 there were 393 pupils, and it is expected to drop below 300 pupils by 1983.

Local Industry and Business

There are some 176 industries and businesses in Garwood. The entire central part of the community following the railroad tracks is zoned accordingly and contains some 82 acres, or about 20 per cent of the total land area of the Borough.

The major industries include the following:

Casale Industries
Diamond Expansion Bolt Co.
Carwood Asphalt Inc.
Millen Industries
Petro Plastics
Weldon Materials

Current School Systems

The public schools are as follows:

Table 1
CURRENT PUBLIC SCHOOLS
Garwood, New Jersey
1978-79

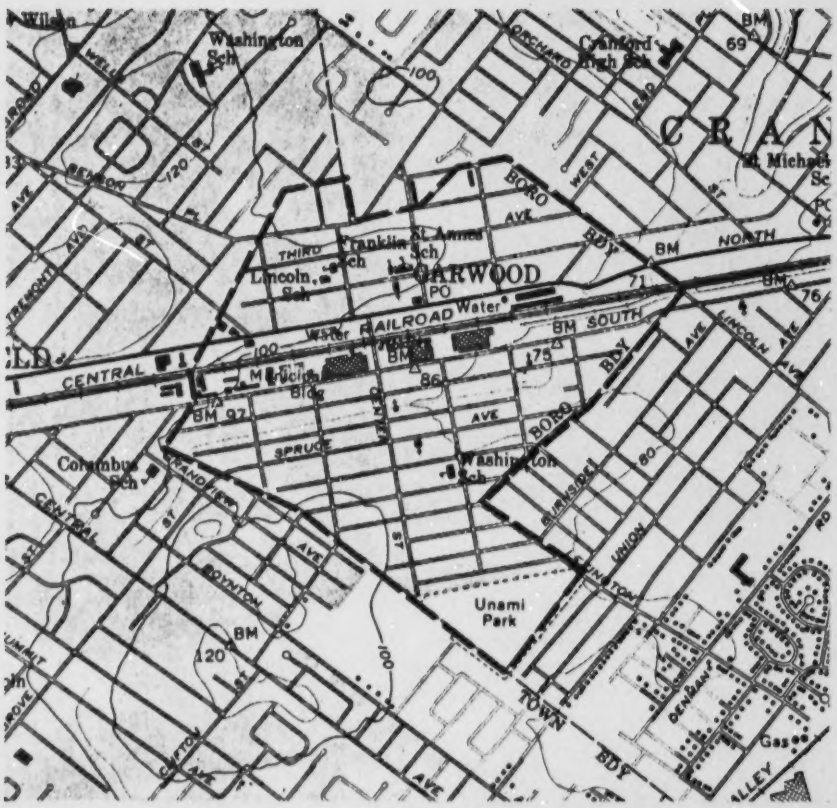
School	Grades Housed	Enrollment
Franklin	K-5	154
Lincoln	4-8	189
Washington	K-2	50

St. Anne parochial school houses prekindergarten through grade eight and in 1978-79 enrolled 204 pupils. The enrollment here has also been declining in recent years.

Environmental Factors

Topographically, Garwood is a reasonably flat community at about 100 feet above mean sea level. Soil conditions are satisfactory. There are no flood plains. Map 4 shows the topography.

The community is about 100 per cent saturated. There is an industrial zone through the central part of the Borough following the course of the railroad. This is shown on Map 5 in the next chapter.



Scale in Feet

0 1000 2000 3000 4000

BOROUGH OF GARWOOD
UNION COUNTY, NEW JERSEY

MAP 4

TOPOGRAPHY

Zoning and Land Use

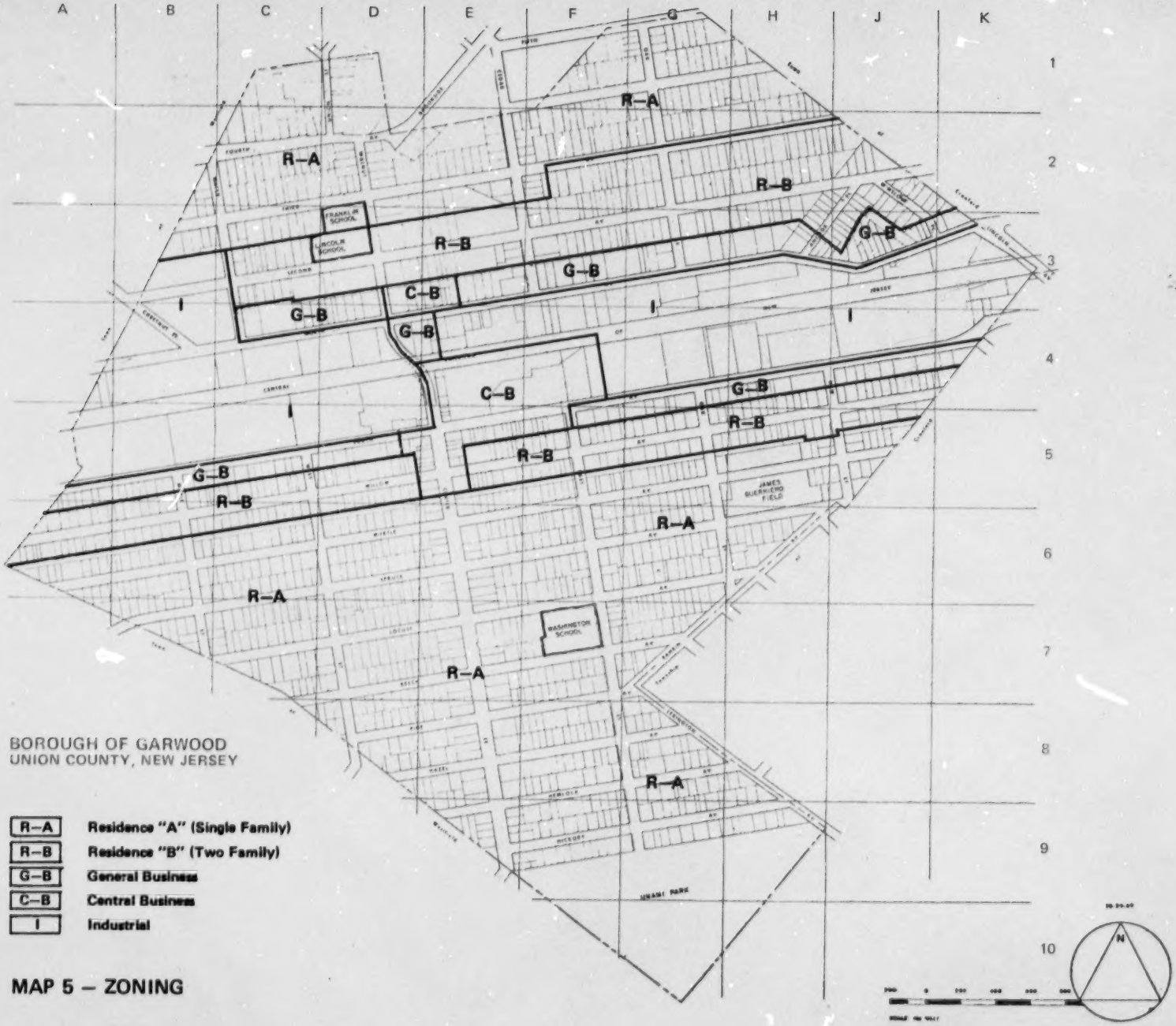
Map 5 shows the zoning plan for the Borough. Existing land use is shown in Table 2.*

Table 2
LAND USE AREA ANALYSIS
Borough of Garwood, 1978

Land Use Description	Area (acres)	Per Cent of Borough Area
Single Family Residential	133.82	32.42
Two Family Residential	31.26	7.57
Multi-Family Residential	7.24	1.83
Three Family Residential	(1.93)	(0.47)
Four Family Residential	(3.92)	(0.95)
Five Family Residential	(0.09)	(0.02)
Six Family Residential	(0.09)	(0.02)
Eight Family Residential	(0.42)	(0.10)
Garden Apartments	(0.79)	(0.19)
Business or Offices	36.93	8.95
Industrial	45.18	10.94
Public and Quasi-Public	37.02	8.97
Public	(2.82)	(0.68)
Schools	(5.06)	(1.22)
Parks and Recreation	(25.96)	(6.29)
Quasi-Public	(3.18)	(0.77)
Vacant	12.65	3.06
Streets	85.96	20.82
Transportation and Utilities	22.74	5.51
Totals	412.80	100.00#

Note: Percentages may not total 100.0 due to rounding off.
Source: Wayne J. Kulick, P. P. - land use field survey July, 1978.

* Planning Board, Borough of Garwood, in consultation with Jaman Engineering Associates, Master Plan, "Report Number One, Land Use Element," draft copy, 1978, p. 9.



BOROUGH OF GARWOOD
UNION COUNTY, NEW JERSEY

R–A	Residence "A" (Single Family)
R–B	Residence "B" (Two Family)
G–B	General Business
C–B	Central Business
I	Industrial

MAP 5 – ZONING

No significant changes are anticipated in residential, commercial, or industrial development, since the community is now about 100 per cent developed.

Housing

Over the past eight years building permits have been issued for only 41 housing units, of which 24 were for single-family houses. Two-family houses had 14 units, with the remainder in housing of three or four units.

Sanitary Sewer System

The sanitary sewer system covers the entire community.

Population Characteristics

Table 3 gives the population of Garwood each decade since 1930.

Table 3
POPULATION OF GARWOOD, NEW JERSEY
1930-70

Year	Population	Increase over Preceding Decade	
		Number	Per Cent
1930	3,344		
1940	3,622	278	8.3
1950	4,622	1,000	27.6
1960	5,426	804	17.4
1970	5,260	- 166	-3.1

Source: U. S. Census of Population.

Garwood's population grew until the '60's. The Census of 1970 saw a decline in population, and it is estimated by the New Jersey Department of Labor and Industry that the population is down to 4,856 in 1978. This may be a rather low estimate, as there were some building permits issued since 1970. The County Planning Board estimates a population of 5,100 by 1980 and 4,900 for 1990.*

* Hammer, Siler, George Associates, 1975.

Table 4 presents the population by age group for 1960 and 1970. The figures show the rise in the population over 45, the decline in the population between 30 and 44 and the preschool and elementary age group, and the slight rise in ages 15 to 24.

Table 4
POPULATION OF GARWOOD BY AGE GROUPS
1960-70

Age	1960		1970	
	Number	Per Cent	Number	Per Cent
Under 5	573	10.6	390	7.4
5-9	519	9.6	429	8.2
10-14	547	10.1	502	9.6
15-19	360	6.6	464	8.8
20-24	288	5.3	412	7.8
25-29	339	6.2	320	6.1
30-34	396	7.3	244	4.6
35-39	494	9.1	262	5.0
40-44	433	8.0	332	6.3
45-49	382	7.0	453	8.6
50-54	278	5.1	400	7.6
55-59	210	3.9	326	6.2
60-64	210	3.9	232	4.4
65 and Over	397	7.3	494	9.4
Totals	5,426	100.0	5,260	100.0

Source: U. S. Census of Population.

In 1970 the median age of the population was 32.3 years. The number of persons per household was 3.18; in 1960 this figure was 3.43.

Table 5 gives the numbers of births to residents of Garwood each year since 1960. During this period 1960 was the peak year in the number of births. The birth rate—that is, the number of children born per 1,000 population—has also declined. In 1960 it was 25.2 births per 1,000; in 1970, 16.5 per 1,000; and for 1978 it is estimated at 9.9, using the State's estimate of total population. The decline in the number of births has, of course, already had an effect on school enrollments.

Table 5
BIRTHS TO RESIDENTS
Garwood, New Jersey
1960-78

Year	Number Born	Year	Number Born	Year	Number Born
1960	137	1967	74	1973	38
1961	124	1968	89	1974	52
1962	115	1969	74	1975	46
1963	112	1970	87	1976	60
1964	109	1971	71	1977	52
1965	100	1972	58	1978	48
1966	89				

Source: State of New Jersey Department of Health, Trenton.

Nonpublic School Enrollments

Table 6 shows the enrollments in St. Anne's School each year since 1972-73. No significant change in this situation is anticipated in the near future.

Table 6
ENROLLMENTS IN ST. ANNE'S SCHOOL
Garwood, New Jersey
1972-73 through 1978-79

Year	PreK	K	1	2	3	4	5	6	7	8	Total
1972-73	-	26	34	29	45	43	33	36	48	39	333
1973-74	-	26	31	30	45	44	32	36	48	39	331
1974-75	-	27	28	25	26	38	39	32	33	47	295
1975-76	9	22	21	20	29	23	21	32	36	29	242
1976-77	15	18	24	24	19	34	23	20	34	35	246
1977-78	15	18	18	25	20	20	30	21	20	33	221
1978-79	25	11	19	17	20	24	20	28	21	19	204

Highways

No major changes are expected in the highway system, and no new highways are anticipated in the Borough.

Population Mobility

About two-thirds of the homes in Garwood are owner occupied, which gives the community a degree of stability. It is interesting that in 1970 only one house was for sale and only three for rent.

During the past year there was no net migration among pupils enrolled in the elementary grades, again indicating a high level of stability.

Public Utilities

All public utilities are available in the Borough.

Future Enrollments

Estimates of future enrollments have been prepared considering all the above factors.

Births and Grade One Enrollments

The first step in estimating enrollments was to determine the future numbers of pupils in grade one. This was done by relating grade one enrollments in recent years to the number of children born to resident parents six years before. The results are shown in Table 7. For estimating purposes the average ratio between births and grade one enrollments for the last two years was used—namely, 63 per cent. This may cause the estimates for grade one to be on the high side, especially if St. Anne's School continues to accept its usual number of the total number of children eligible for grade one.

There has been some outmigration of families with children of preschool age. Losses between birth and public grade one have ranged from 22 to 34. Part of this, but not all, is accounted for by attendance at parochial school.

Table 7
RELATIONSHIP OF BIRTHS AND GRADE ONE ENROLLMENTS
SIX YEARS LATER, WITH ESTIMATES TO 1984-85
Garwood, New Jersey

Birth Year	Number Born	Grade One		
		School Year	Enrollment	Ratio to Births
1968	89	1974-75	62	70
1969	74	1975-76	49	66
1970	87	1976-77	53	61
1971	71	1977-78	49	69
1972	58	1978-79	33	57
		Estimated		
1973	38	1979-80	24	63
1974	52	1980-81	33	63
1975	46	1981-82	29	63
1976	60	1982-83	38	63
1977	52	1983-84	33	63
1978	48	1984-85	30	63

Past Enrollments

Table 8 shows the enrollments in Garwood's Schools by grade each year since 1974-75.

Table 8
ENROLLMENTS BY GRADE
Garwood, New Jersey
1974-75 through 1978-79

Year	K	1	2	3	4	5	6	7	8	K-8
1974-75	48	62	60	50	53	63	47	52	68	503
1975-76	52	49	61	26	51	54	63	44	53	453
1976-77	46	53	46	59	50	44	48	67	47	460
1977-78	31	49	46	47	51	51	46	49	69	439
1978-79	26	33	47	48	45	52	52	44	46	393

As pupils in the grades move through school from year to year, changes occur in the grade enrollments resulting from migration, retardation, and transfers to and from nonpublic schools. The relationships from one grade to the next are called "survival ratios"; and those figures over 100 represent increases from one grade to the next, while those under 100 represent decreases from one grade to the next. The survival ratios for Garwood since 1974 are shown in Table 9. For purposes of estimating future enrollments the average ratios for the last two years have been used.

Table 9
SURVIVAL RATIOS
Garwood, New Jersey
1974-75 through 1978-79

Year	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8
1974-75 to 1975-76	102	98	43	102	102	100	94	102
1975-76 to 1976-77	102	94	97	192	86	89	106	107
1976-77 to 1977-78	107	87	102	86	102	105	102	103
1977-78 to 1978-79	106	96	104	96	102	102	96	94
Used in Projections	106	92	103	91	102	103	99	99

Estimates of Enrollments

Considering all the above factors, estimates of enrollments were made through the school year 1988-89. For the primary grades estimates beyond 1984-85 may not be too reliable, since these children are not yet born and the birth rate cannot be determined.

Table 10
ESTIMATES OF ENROLLMENTS
Garwood, New Jersey
1979-80 through 1988-89

Year	K	1	2	3	4	5	6	7	8	K-8
1978-79	26	33	47	48	45	52	52	44	46	393
1979-80	31	24	30	48	44	46	54	51	44	372
1980-81	27	33	22	31	44	45	47	53	50	352
1981-82	36	29	30	23	28	45	46	47	52	336
1982-83	31	38	27	31	21	29	46	46	47	316
1983-84	28	33	35	28	28	21	30	46	46	295
1984-85	31	30	30	36	25	29	22	30	46	279
1985-86	31	33	28	31	33	26	30	22	30	264
1986-87	31	33	30	29	28	34	27	30	22	264
1987-88	31	33	30	31	26	29	35	27	30	272
1988-89	31	33	30	31	28	27	30	35	27	272

Enrollments for 1978-79 are actual.

In 1978-79 there were 298 Garwood pupils attending the regional high school.

III

SUPPORT FACTORS

The primary characteristic feature of the Borough is the industrial zone paralleling the railroad. This zone separates the residential area into north and south regions. The southern section is the most populous with 981 housing units; the northern section has 655 units.*

Geographically, the Borough is practically flat at about 100 feet elevation. It is also close to 100 per cent built up.

In terms of its socio-economic characteristics, Garwood is a modest, attractive residential community. In 1970 the median family income was $11,400, below the County median of $12,600. In 1978-79 there was approximately $200,000 of equalized property value behind each pupil in kindergarten through grade eight. In 1970 the median value of a house was $23,800, with two-thirds owner occupied.

Community aspirations are high, as reflected in the existing educational program. Financial ability to support education is modest, but the citizenry is anxious to provide excellence and is willing to provide the funds. The district is spending about $1,750 per pupil in kindergarten through grade eight.

Average equalized valuation is $76,142,787. At 3 per cent debt limit, less debt service, the district has a bonding capacity of over 1.5 million dollars.

---

* Master Plan, op. cit., p. 12.

IV

TRANSPORTATION

The locations of existing highways and major streets are shown on Map 2 on page 3. The principal highway through the Borough is State Route 28, which follows North Avenue. This route provides Garwood residents with direct access to the Garden State Parkway, about one and one-half miles to the east, to Elizabeth, and Newark Airport. The major north-south road is Center Street.

Garwood is served by Conrail Raritan Line, formerly Central Railroad of New Jersey. About 64 weekday passengers used this line in 1976 eastbound. Newark Airport also is a major facility within easy reach of the Borough.

Because Garwood is practically 100 per cent saturated, the area occupied by streets is quite high—86 acres, or 21 per cent of the entire land area of the community.

Table 11 presents the traffic counts at various streets in Garwood.

Table 11
TRAFFIC COUNTS
Garwood, New Jersey
1978

Road	Location	24 Hour Count	Peak Hour Count
South Avenue	at Cranford line	17,470	1,544
South Avenue	at Westfield line	15,555	1,369
Walnut Street	200' north of North Avenue	9,407	989
Center Street	between North & South Avenues	12,903	1,183
Center Street	200' south of Willow Avenue	9,619	845
Chestnut Street	at Westfield line	1,802	184
4th Avenue	at Westfield line	3,474	425
Brookside Place	at Cranford line	4,740	542
Lexington Avenue	at Cranford line	4,199	449
Spruce Avenue	at Westfield line	3,368	330
Sycamore Street (West Street)	at Westfield line	2,239	234

Source: County of Union Department of Planning.

V

ETHNO-CULTURAL ENROLLMENTS

Garwood's school enrollment is almost entirely white, with only five minority pupils out of a total of 393 pupils. In 1970 of the population of 5,260 persons, 5 were classified as Negro and 3 as other.

VI

THE EDUCATIONAL PROGRAM

Enrollments and Grade Organization

The total enrollment in Garwood in 1978-79 was 393 pupils. Table 12 shows the enrollments and grade organization by school.

Table 12
ENROLLMENTS AND GRADE ORGANIZATION
Garwood, New Jersey
1978-79

School	K	1	2	3	4	5	6	7	8	K-8
Washington	14	17	19	-	-	-	-	-	-	50
Franklin	12	16	28	48	24	26	-	-	-	154
Lincoln	-	-	-	-	21	26	52	44	46	189
Totals	26	33	47	48	45	52	52	44	46	393

Administration

The administrative structure of the school district includes the following:

Superintendent of Schools
Board Secretary
School Principal

Philosophy and Goals

On June 15, 1976 the Board of Education adopted the following:

> The Board of Education's Philosophy of Education states the primary educational force in the life of any child is the home and no external government institution has the ability or the right to abrogate this relationship. The public school system, however, does have the opportunity to help enhance and bring to flower the development of each child in a creative and systematic setting.

Therefore, in our sphere, the Board will seek to provide educational opportunities that will enable full participation in society. Individual differences require an educational program that is not only comprehensive but also flexible and sensitive to individual and group needs. The Board shall strive for a harmony between attention to individual growth, values and skills and a commitment to group priorities, resources and goals.

To achieve these ends, the provision of staff, environment and equipment shall be provided and continually reviewed for maximum effectiveness and the most positive contribution in "the pursuit of excellence."

The awareness and involvement of all partners in the learning enterprise: student, home, school and community—shall be encouraged and coordinated to ensure relevancy and mutual enlightenment in an atmosphere of respect.

The Board of Education recognizes and accepts the educational beliefs which were created by the teaching staff and defined as follows:

How Students Learn

Students learn through a combination of deductive and inductive processes in a classroom that provides the environment to bring each student to his individual learning potential through motivational instruction based on interests, needs and abilities.

School Organization

The physical plant, staff members, and learning materials should be organized in such a way as to stimulate and enhance the physical, mental and emotional growth of each student.

School Curriculum

The curriculum should be based on goals and objectives to prepare each student for the fulfillment of his educational, physical, emotional, social and cultural needs.

Community Involvement

There should be open communication between school and community to foster mutual understanding and cooperation and to encourage the students' awareness of their responsibilities as members of the community.

In order to implement this philosophy the Board shall develop in consultation with the chief school administrator and teaching staff members, a written educational plan for the district as a whole and each school within the district. This plan shall be reviewed and adopted annually and shall include:

a. written educational goals
b. written educational objectives, both long and short range on a five year cycle, based upon these goals

c. standards for assessing and evaluating the achievement of objectives
d. an assessment of pupil needs
e. the establishment of reasonable pupil minimum proficiency levels in the basic communication and computation skills
f. an educational program consistent with these goals, objectives, standards and needs
g. an evaluation of pupil progress

In order to achieve the educational goals for children adopted by this Board, the Board of Education of Garwood will strive to implement the following educational methods:

a. instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.
b. significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.
c. specialized and individualized kinds of educational experiences to meet the needs of each pupil.
d. opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.
e. comprehensive guidance facilities and services for each pupil.
f. an environment in which any competition among pupils is positive.
g. resources for education, used with maximum efficiency.
h. teaching staff members of high quality.
i. diverse forms of constructive cooperation with parents and community groups.

The district has adopted the following goals:

I. Academic Competency
Goal: Gain a General Education
A. To acquire basic skills in obtaining information in solving problems and in thinking critically.
B. Develop basic skills in reading, writing, communication, mathematics, creativity, and natural and social sciences.
C. Recognize and cultivate special interests and abilities.

II. Academic Attitude
Goal: Develop Intellectual Curiosity and Eagerness for Life Long Learning
A. Stimulate, develop, and maintain a positive attitude toward learning.
B. Develop an atmosphere conducive to learning.
C. Develop a feeling of student pride in his achievement and progress.

III. Skills in Reading, Writing, Speaking, and Listening
Goal: Develop Skills in Reading, Writing, Speaking, and Listening
A. Develop ability to communicate ideas and feelings effectively.
B. Develop skills in oral and written English.
C. Develop skills in reading comprehension.

IV. Examination and Use of Information
Goal: Learn How to Examine and Use Information
A. Develop ability to examine constructively and creatively.
B. Develop skills in reasoning, thinking, and proceeding logically.
C. Develop skills in the use of research resources.

V. Self-Understanding
Goal: Develop Pride in Work and a Feeling of Self-Worth; Develop Good Character and Self-Respect
A. Develop a feeling of student pride in his achievements and progress.
B. Develop the student's capacity to discipline himself to work, study, and play constructively.
C. Develop a moral and ethical sense of values, goals, and processes of a free society.
D. Develop the student's feeling of security and self-assurance.

VI. Learning about Our Heritage and the Ideals of Other Cultures
Goal: Understand and Practice Our Democratic Heritage and Appreciate the Ideals of Other Cultures
A. Develop an understanding of our American heritage.
B. Develop patriotism and loyalty to American democratic ideals.
C. Develop an appreciation for and an understanding of the social patterns and cultures of other people.

VII. Good Citizenship
Goal: Learn How to be a Good Citizen
A. Develop an awareness of civic rights, obligations, and responsibilities.
B. Develop an attitude of respect for personal and public property and respect for the rights of others.
C. Develop responsibility through participation in school and community activities.

VIII. Aesthetic Values/Appreciation
Goal: Appreciate Culture and Aesthetic Qualities in the World
A. Appreciate the aesthetic expressions of other people.
B. Develop the desire to express himself/herself creatively.
C. Acquire basic skills in the arts.
D. Expose students to various forms of artistic communication.

IX. Environmental Awareness
Goal: Develop an Awareness of Natural and Human Resources and Man's Environment
A. Develop a respect for life (human and animal), property, and resources.
B. Develop a sense of value for our natural resources and the conservation thereof.

X. Health Habits
Goal: Practice and Understand the Ideas of Health and Safety
A. Acquire the knowledge, habits, and attitudes that promote personal and public health and safety, both physical and mental.

B. Establish an effective individual physical fitness program.
C. Provide an opportunity for participation in physical activities.

XI. Group Process/Group Dynamics and Interpersonal Skills
Goal: Develop a Cooperative Attitude toward Living and Working with Others.
A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
C. Develop a cooperative attitude toward living and working with others and an awareness of the processes of group relationships.

XII. Preparing for a Changing World
Goal: Develop an Awareness and the Ability to Adjust to a Changing World and Its Problems
A. Develop understanding of the past, identify with the present, and the ability to meet the future.
B. Develop ability to adjust to the changing demands of society.

XIII. Vocational Development
Goal: Develop an Understanding of Vocations and Careers
A. Develop an appreciation of good workmanship.
B. Develop an awareness of opportunities related to various fields of work.
C. Develop a knowledge of general information about a particular vocation.
D. Develop the ability to use information and counseling services related to secondary education.

XIV. Understand and Practice of Family Living
Goal: Understanding and Practice the Skills of Family Living
A. Develop an understanding of economic principles and responsibilities.
B. Develop an awareness of family responsibilities and the skills to accept them.

XV. Use of Leisure Time
Goal: Learn How to Use Leisure Time
A. Develop ability to use leisure time productively.
B. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

Articulation

The district has five academic committees in science, mathematics, language arts, social science, and reading. These committees meet monthly and submit written reports to the principal. In articulation to the high school, the local

administration meets with members of the high school staff. Test scores are discussed and ninth and tenth grade reports are studied to evaluate how Garwood's curriculum fits in with that of the high school.

Curriculum and Activities in the Teaching-Learning Process

Kindergarten through third grade pupils are in self-contained classes. Grades four through eight are departmentalized. Grades four through six are divided into two groups: Group I is high and Group II contains middle and low. Grades seven and eight are divided into three groups: High, middle, and low. Individualized instruction is available. There is also an R.E.D. (remediation, enrichment, and developmental) period five days a week. Upper grade students have home economics and industrial arts in addition to music, art, and physical education which all students participate in.

Interdisciplinary Activities

Interdisciplinary activities take place, often informally. Teachers in special subjects also tutor in academic subjects and are involved with assembly programs.

Use of the Media

The only library in the school district is the Borough Public Library in Franklin School. This is used by pupils and teachers. The district has a variety of audiovisual equipment and materials.

Class Size

Average class size is 20.7 pupils. Pupil-teacher ratio is 17.9 pupils per teacher.

Co-Curricular Activities

There is a full program of interscholastic and intramural athletics for the upper grade pupils. There are also a Student Council, newspaper, and yearbook.

Pupil Personnel Services

The district has a part-time child study team consisting of psychologist, learning disabilities teacher-consultant, social worker, and speech therapist. One nurse serves the three schools. There is a full-time remedial reading teacher, and two and one-half teachers provide compensatory education. Programs include State Compensatory Education, remedial reading, R.E.D. period, and remedial mathematics/reading classes. Some less severely handicapped pupils are kept in the district, and a resource room is being set up for them for the 1979-80 school year; others are sent to special education classes outside the district.

Community Use of Schools

The schools are used extensively by local recreation programs, evenings and Saturday mornings; P.T.A.; preschool mothers; the Scouts; and various community organizations. Adult education programs are provided by the regional high school district.

Food Service

Hot lunch is available and is served in the multipurpose room at Lincoln for pupils at that complex and in a small classroom at Washington. It is obtained from the regional high school.

Transportation

The district provides no transportation for pupils in the district.

VII

EXISTING FACILITIES

Garwood has three designated schools: Washington, Franklin, and Lincoln. Although Franklin and Lincoln are designated as separate schools, they are in fact one building with certain facilities used in common, including multipurpose room and library. Therefore, they have been evaluated as a single unit. Capacities may be combined, since classrooms may be assigned as needed in either building. A brief description of each school follows, with tables giving the capacity and educational and physical evaluation of each school and site and floor plans.

The capacity of each school has been calculated in accordance with the formulas of the Bureau of Facility Planning Services, New Jersey State Department of Education. The next to the last column of the capacity table gives the maximum number of pupils desired for each teaching station; where the calculated capacity is less than the maximum, it is shown in parentheses. Capacity is not a constant figure; it can change as room use changes.

The table of educational and physical ratings, called the School Facilities Evaluation Instrument, is a form supplied by the Bureau of Facility Planning Services. As a point of reference it would be possible to obtain a score of 1,000 on each of the ratings, educational and physical, though an elementary school will usually score lower in the educational evaluation than a secondary school, since it has less sophisticated facilities. It should be emphasized that the educational evaluation is not an assessment of the educational program, but an evaluation of how well the facilities fit the program. Again, the educational evaluation figure is not a constant. If, for example, a school lacked an art room and as space became available one were provided, the rating for art would be raised.

Washington School

Site Size:	1.94 acres
Date of Construction:	1922
Grades Housed:	K-2
Enrollment (1978-79):	50
Capacity:	92
Educational Evaluation:	375
Physical Evaluation:	701

Washington School has a main floor and basement and is located on a very small site. The outdoor play area is small, and parking is on the street. The building lacks central facilities except for the multipurpose room in the basement. It has a very small enrollment and very limited capacity. The only pupil toilets are in the basement.

The kindergarten is adequate in size, but the other classrooms are small for primary grades.

In 1978-79 the superintendent and Board secretary had offices in the building; they have since moved to the Franklin-Lincoln complex.

Table 13
CAPACITY OF WASHINGTON SCHOOL
Garwood, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Stations	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Kindergarten	1	1,200	36	900	25 x 2	50
First-Second Grades	2	700	32	800	25 (21)	42
Total Functional Capacity						92
Instructional Areas (no capacity)						
Multipurpose	1	1,575		2,400		
Art-music-lunch	1	560		1,000		
Small Group	1	560				

Table 14

SCHOOL FACILITIES EVALUATION INSTRUMENT – Washington

N. J. DEPARTMENT OF EDUCATION *FIELD SERVICES DIVISION*

BUREAU OF FACILITY PLANNING SERVICES

		DEPT. OF ED. USE ONLY CODE
Name of County	Union	
Name of School District	Garwood	
Name of School Building	Washington	
Street Address	East Street	
Post Office	Garwood, New Jersey	
Zip Code	07027	
Person Completing This Instrument	Engelhardt and Engelhardt, Inc.	
Position	Educational Consultants	
Office Telephone Number	914-277-3621	
Type of School (Code Number)	12	
Grades	K-2	
School Year	1978-79	
Functional Capacity	92	
Size of Site, Owned by District, in Acres	1.94	
Athletic Fields and Playground Area, in Acres	.79	
Nearby or Contiguous Public-Owned Land Area available for School Use, by Agreement, in Acres	None	

CHARACTER OF SCHOOL NEIGHBORHOOD

(Enter numbers for each heading below)

Location (Zone) 4

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Traffic 3

1-Heavy
2-Average
3-Light

Environmental Quality 5

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Hazard 4

1-Traffic
2-Vandalism
3-Utility Trunk Lines
4-None

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

General Instructional Facilities				
General classrooms	2	x 175 =	350	
Large group learning areas	1	x 50 =	50	
Small group learning areas	3	x 50 =	150	
Special Subject Facilities				
Career education	0	x 50 =	0	
Dramatic activities	1	x 25 =	25	
Fine arts and crafts	1	x 25 =	25	
Music activities	1	x 25 =	25	
Sciences	1	x 50 =	50	
Outdoor nature study	1	x 15 =	15	
Physical Education and Athletic Facilities				
Indoor physical education	1	x 40 =	40	
Locker rooms	0	x 15 =	0	
Showers	0	x 10 =	0	
Outdoor physical education	1	x 25 =	25	
Athletics	1	x 15 =	15	
Core Facilities				
Assembly	1	x 40 =	40	
Audiovisual media	2	x 25 =	50	
Facilities for community use	1	x 10 =	10	
Library and resource facilities	0	x 75 =	0	

Pupil Service Facilities				
Dining	1	x 25 =	25	
Extracurricular activities	0	x 10 =	0	
Personal property storage	1	x 20 =	20	
Provisions for physically handicapped	0	x 35 =	0	
Teacher Service Facilities				
Dining	1	x 10 =	10	
Itinerant staff offices	2	x 20 =	40	
Conference room	1	x 10 =	10	
On-site parking	0	x 10 =	0	
Personal property storage	2	x 10 =	20	
Work room	1	x 20 =	20	
Toilet facilities	2	x 10 =	20	
Administration Facilities				
Administrative offices	0	x 20 =	0	
Guidance offices	0	x 20 =	0	
Health suite	0	x 15 =	0	
Instructional storage facilities	2	x 25 =	50	
Custodial storage facilities	2	x 20 =	40	
		TOTAL =	1,125	

EDUCATIONAL FUNCTION SCORE (Total ÷ 3) 375

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION: SITE, STRUCTURE, OR SERVICE SYSTEMS

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

Playground	3	Door hardware	3
On-site parking	0	Stair towers	2
Exterior walls	3	Intercommunication system	0
Roof	2	Plumbing	2
Interior walls	3	Pupil toilets	1
Windows	3	Adult toilets	2
Floors	2	Drinking fountains	3
Ceilings	2	Exits	3
Acoustics	3	Water supply	3
Heating	2	Sewage disposal	3
Ventilation	1	Heat or smoke detection system	3
Electric outlets in classrooms	1	Sprinkler system	0
Electric lighting	3	Fire extinguishers	2
Emergency lighting	3	TOTAL =	61
Fire alarm system	3		
Air conditioning	0		

PHYSICAL CONDITION SCORE (Total x 11.49) 701

Franklin and Lincoln Schools

Site Size:	2.53 acres
Dates of Construction:	Franklin - 1913 Lincoln - 1926
Grades Housed:	Franklin - K-5 Lincoln - 4-8
Enrollment (1978-79):	Franklin - 154 Lincoln - 189
Capacity:	Franklin - 135 Lincoln - 289
Educational Evaluation:	547
Physical Evaluation:	678

The Franklin section of this complex has three floors and basement. The building contains seven classrooms on the first and second floors. Two classrooms are used by grades four through six; the others by kindergarten through grade three. A former classroom is used for remedial reading. The third floor has four former classrooms, two with a folding partition separating them, which are now used for small group and individual instruction. Each floor of the building has toilets; one in the basement is now used for storage. Also in the basement is the Borough Library, which is used by school pupils as well as the community. Classrooms are all smaller than desirable for kindergarten and primary grades.

Some rooms in Franklin have only one electric outlet; with the frequent use of audiovisual equipment, additional outlets are needed. Waterproofing of exterior walls needs to be replaced.

The Lincoln section of the school has two floors and basement. Located in the basement are a large multipurpose room with stage, industrial arts shop, instrumental music room, locker rooms, teachers' room, principal's office, and nurse's room. The school has good-sized facilities for science and home economics. The home economics room needs additional cabinets for storage. There are no provisions in either building for handicapped pupils. The interior rooms-science laboratory and music—have air conditioning.

Some of the exterior walls show cracks. The roof is to be repaired and windows to be replaced. Wood smoke doors should be replaced with metal. Stairs are worn. Toilets in the basement do not have partitions.

The site of this complex is very small and outdoor play area is insufficient. The only parking is on the nearby First Aid Squad site.

Table 15
CAPACITY OF FRANKLIN SCHOOL
Garwood, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Kindergarten	1	815	36	900	25 x 2 (22)	44
First-Third Grades	3	715	32	800	25 (22)	66
	1	815	32	800	25	25
Total Functional Capacity						135
Instructional Areas (no capacity)						
Library	1	2,125*		2,500		
Gymnasium (multipurpose)	1	3,820		3,500		
Remedial Reading	1	715				
Compensatory Education	2	750				
Supplemental Instruction	1	500				
Speech/Comp Ed. for St. Anne's School	1	500				

* Also serves as Borough Public Library.

Table 16
CAPACITY OF LINCOLN SCHOOL
Garwood, New Jersey

Instructional Area	Number of Teaching Stations	Square Feet per Teaching Station	Minimum Acceptable Square Feet per Pupil	Minimum Acceptable Area in Square Feet	Maximum Acceptable Pupil Stations	Total Pupil Stations
Academic Classrooms	2	660	28	700	25 (23)	46
	6	700 or over*	28	700	25	150
Art	1	875	50	1,200	24 (17)	17
Home Economics Combination	1	2,600	83	2,000	24 (19)	19
Industrial Arts Comprehensive General	1	1,300	117	2,800	24 (11)	11
Music Instrumental	1	1,000	35	1,400	40 (28)	28
Science	1	660	50	1,200	24 (13)	13
	1	2,100	50	1,200	24	24
Subtotal						308
Utilization Factor						x.85
Subtotal Functional Capacity - Instructional Areas						262
Library	1	2,125**	40			53
Subtotal						53
Utilization Factor						x.50
Subtotal Functional Capacity - Library						27

Summary

Subtotal Functional Capacity - Instructional Areas	262
Subtotal Functional Capacity - Library	27
Total Functional Capacity	289

* Two in Franklin.
** Also serves as Borough library.

Table 17

SCHOOL FACILITIES EVALUATION INSTRUMENT - Lincoln-Franklin

N. J. DEPARTMENT OF EDUCATION *FIELD SERVICES DIVISION*

BUREAU OF FACILITY PLANNING SERVICES

		DEPT. OF ED. USE ONLY CODE
Name of County	Union	
Name of School District	Garwood	
Name of School Building	Lincoln-Franklin	
Street Address	Second Avenue	
Post Office	Garwood, New Jersey	
Zip Code	07027	
Person Completing This Instrument	Engelhardt and Engelhardt, Inc.	
Position	Educational Consultants	
Office Telephone Number	914-277-3621	
Type of School (Code Number)	12	
Grades	K-8	
School Year	1978-79	
Functional Capacity	424	
Size of Site, Owned by District, in Acres	2.53	
Athletic Fields and Playground Area, in Acres	.3	
Nearby or Contiguous Public-Owned Land Area available for School Use, by Agreement, in Acres	.1	

CHARACTER OF SCHOOL NEIGHBORHOOD

(Enter numbers for each heading below)

Location (Zone) 1-2-4

1-Industrial
2-Commercial
3-Rural or farm
4-Residential

Traffic 1

1-Heavy
2-Average
3-Light

Environmental Quality 5

1-Noise
2-Fumes or Odors
3-Dirt or Dust
4-Floods
5-Satisfactory

Hazard 1

1-Traffic
2-Vandalism
3-Utility Trunk Lines
4-None

APPRAISAL OF FACILITIES BY EDUCATIONAL FUNCTION

(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

General Instructional Facilities				
General classrooms	2	x 175 =	350	
Large group learning areas	2	x 50 =	100	
Small group learning areas	3	x 50 =	150	
Special Subject Facilities				
Career education	2	x 50 =	100	
Dramatic activities	1	x 25 =	25	
Fine arts and crafts	2	x 25 =	50	
Music activities	3	x 25 =	75	
Sciences	2	x 50 =	100	
Outdoor nature study	0	x 15 =	0	
Physical Education and Athletic Facilities				
Indoor physical education	1	x 40 =	40	
Locker rooms	2	x 15 =	30	
Showers	2	x 10 =	20	
Outdoor physical education	1	x 25 =	25	
Athletics	1	x 15 =	15	
Core Facilities				
Assembly	1	x 40 =	40	
Audiovisual media	2	x 25 =	50	
Facilities for community use	1	x 10 =	10	
Library and resource facilities	2	x 75 =	150	

Pupil Service Facilities				
Dining	1	x 25 =	25	
Extracurricular activities	0	x 10 =	0	
Personal property storage	2	x 20 =	40	
Provisions for physically handicapped	0	x 35 =	0	
Teacher Service Facilities				
Dining	1	x 10 =	10	
Itinerant staff offices	2	x 20 =	40	
Conference room	1	x 10 =	10	
On-site parking	0	x 10 =	0	
Personal property storage	2	x 10 =	20	
Work room	1	x 20 =	20	
Toilet facilities	2	x 10 =	20	
Administration Facilities				
Administrative offices	1	x 20 =	20	
Guidance offices	0	x 20 =	0	
Health suite	1	x 15 =	15	
Instructional storage facilities	2	x 25 =	50	
Custodial storage facilities	2	x 20 =	40	
		TOTAL =	1,640	

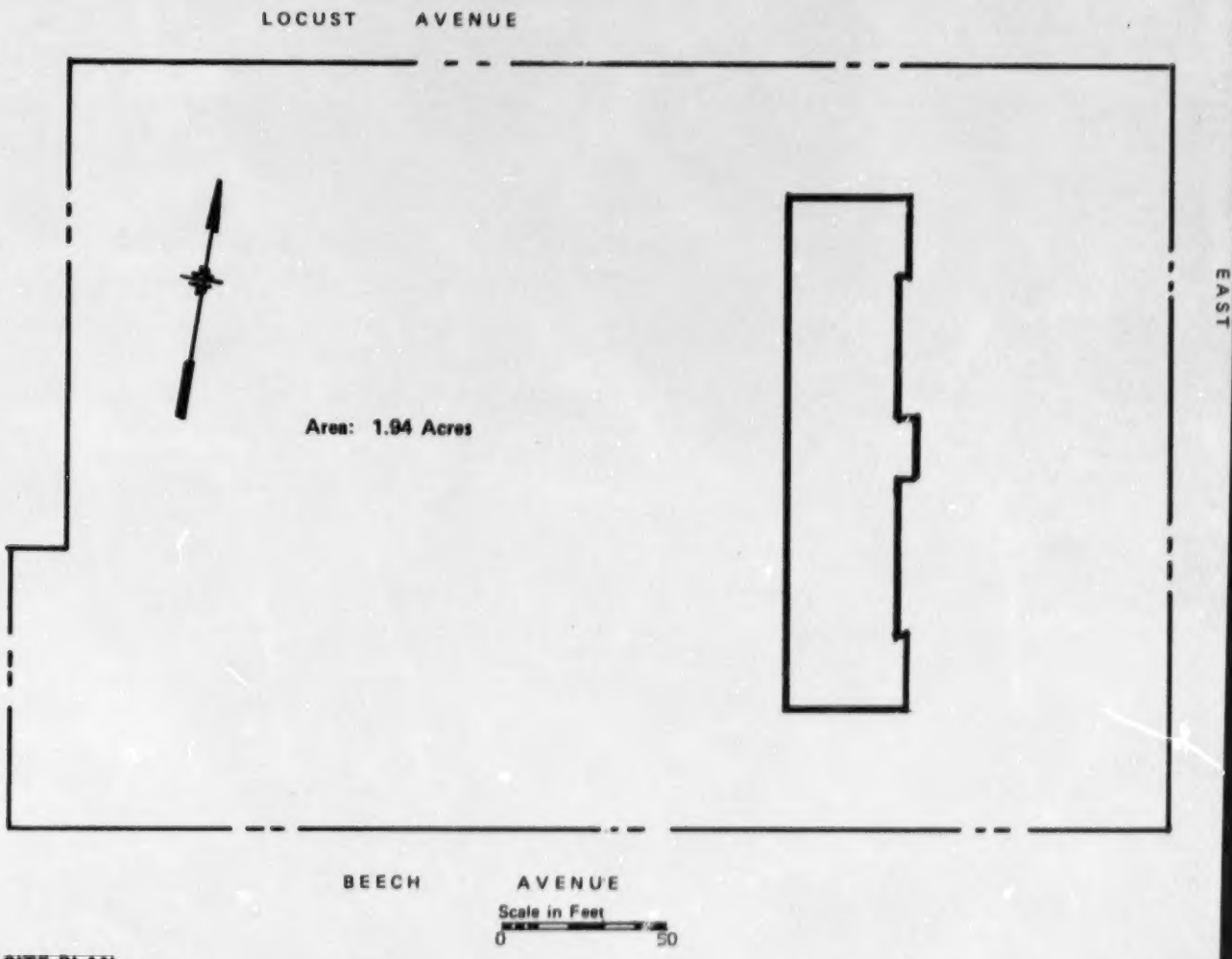
EDUCATIONAL FUNCTION SCORE (Total ÷ 3) 547

APPRAISAL OF FACILITIES BY PHYSICAL CONDITION: SITE, STRUCTURE, OR SERVICE SYSTEMS

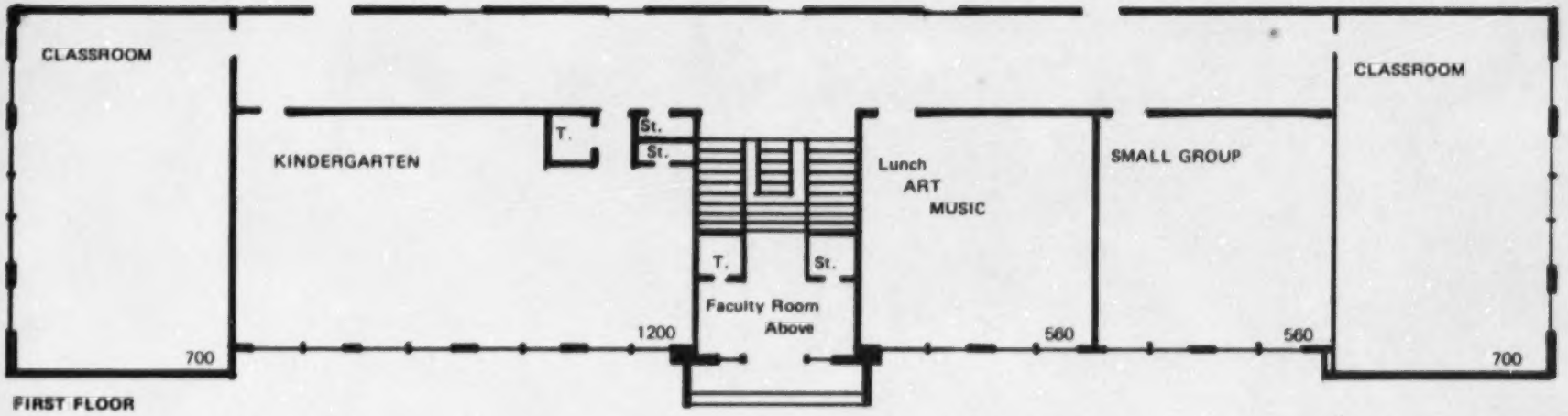
(Enter: 3 - Good, 2 - Fair, 1 - Poor, 0 - Nonexistent)

Playground	1	Door hardware	3
On-site parking	0	Stair towers	2
Exterior walls	2	Intercommunication system	1
Roof	1	Plumbing	2
Interior walls	2	Pupil toilets	2
Windows	1	Adult toilets	3
Floors	2	Drinking fountains	3
Ceilings	2	Exits	3
Acoustics	3	Water supply	3
Heating	2	Sewage disposal	3
Ventilation	2	Heat or smoke detection system	3
Electric outlets in classrooms	1	Sprinkler system	0
Electric lighting	3	Fire extinguishers	2
Emergency lighting	3	TOTAL =	59
Fire alarm system	3		
Air conditioning	1		

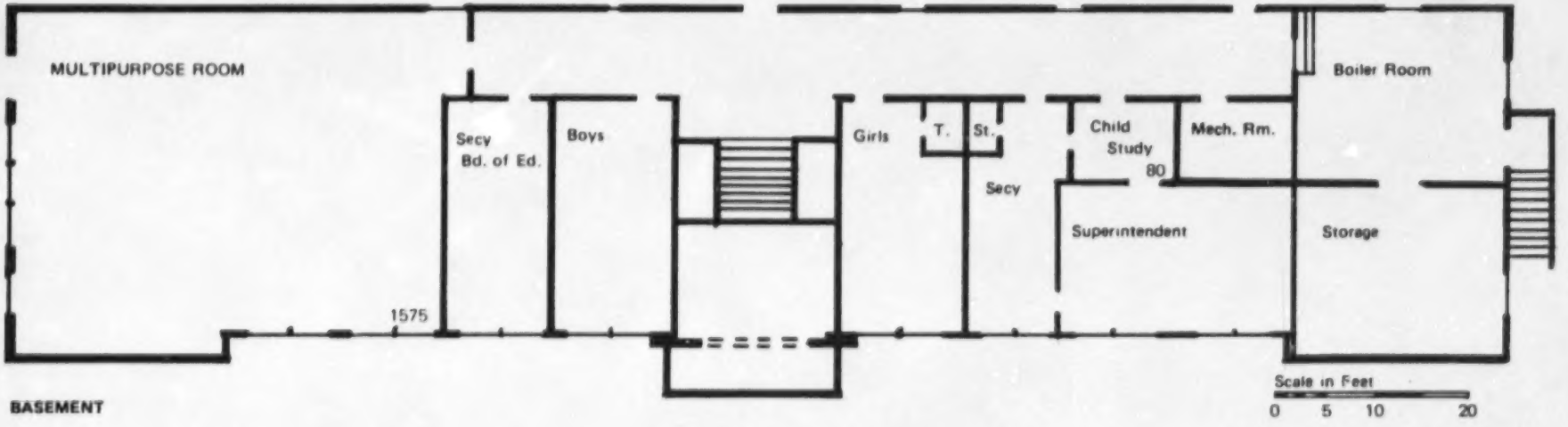
PHYSICAL CONDITION SCORE (Total x 11.49) 678



SITE PLAN
WASHINGTON SCHOOL
GARWOOD, NEW JERSEY



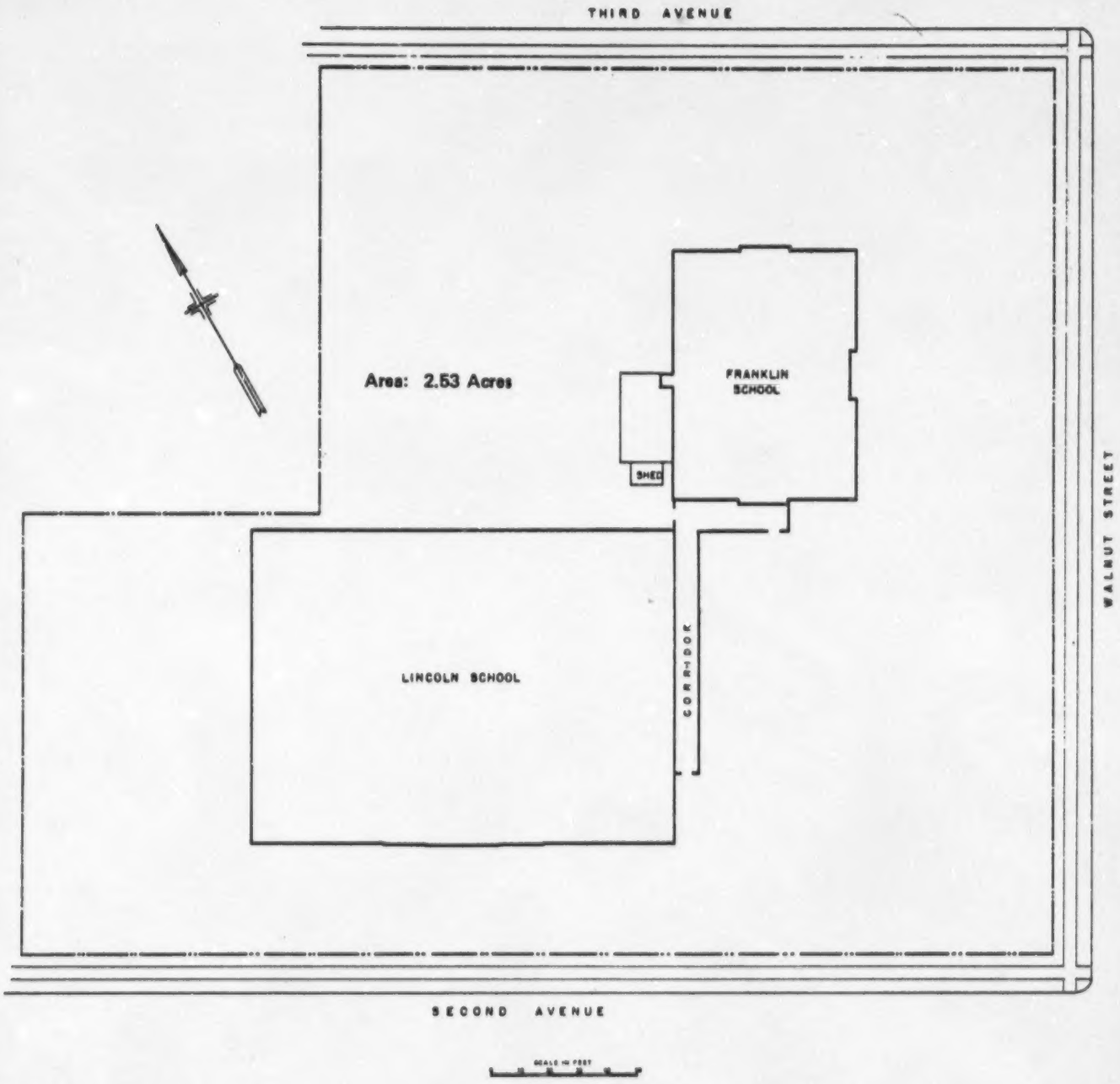
FIRST FLOOR



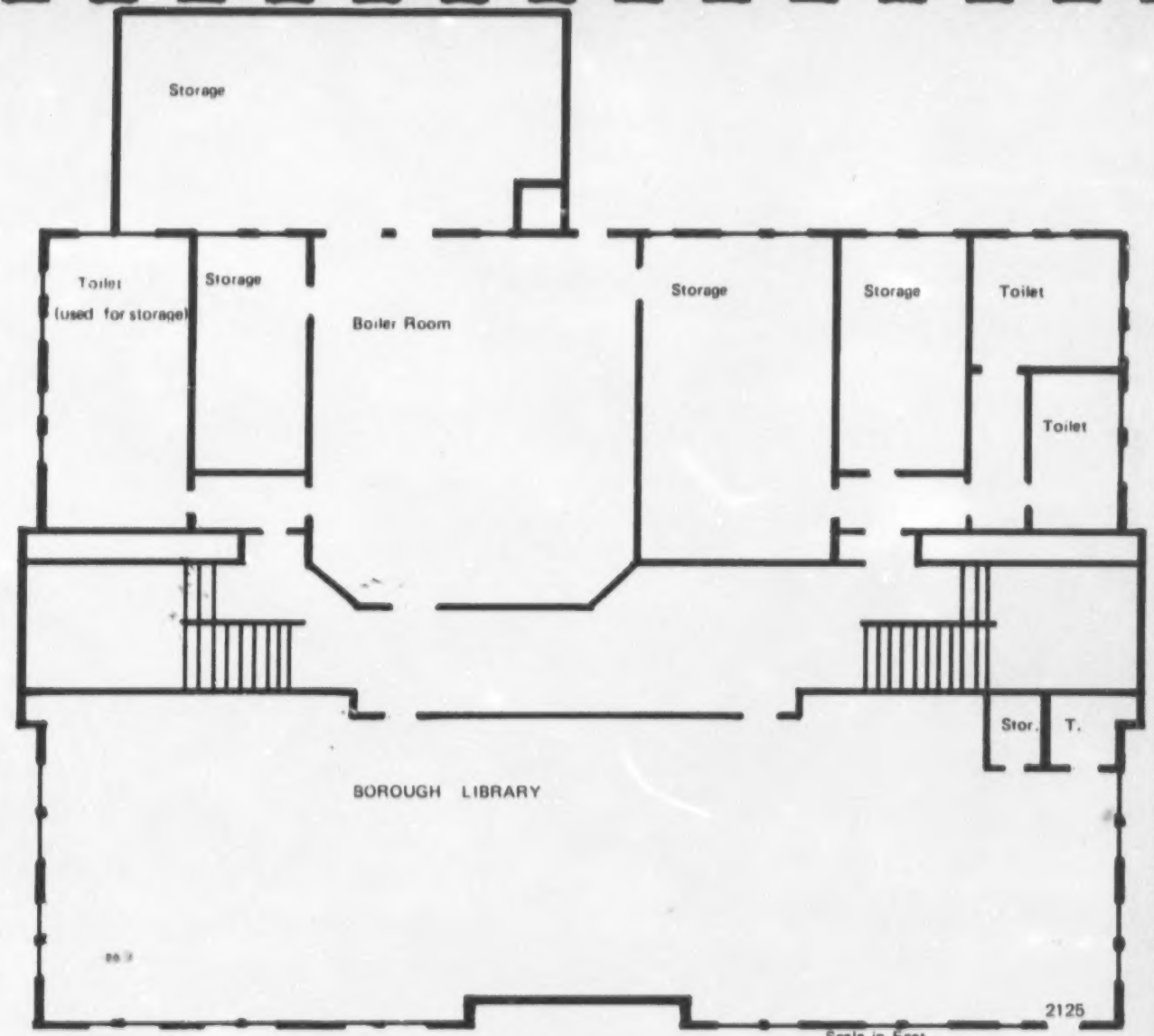
BASEMENT

41

FLOOR PLAN
WASHINGTON SCHOOL
GARWOOD, NEW JERSEY

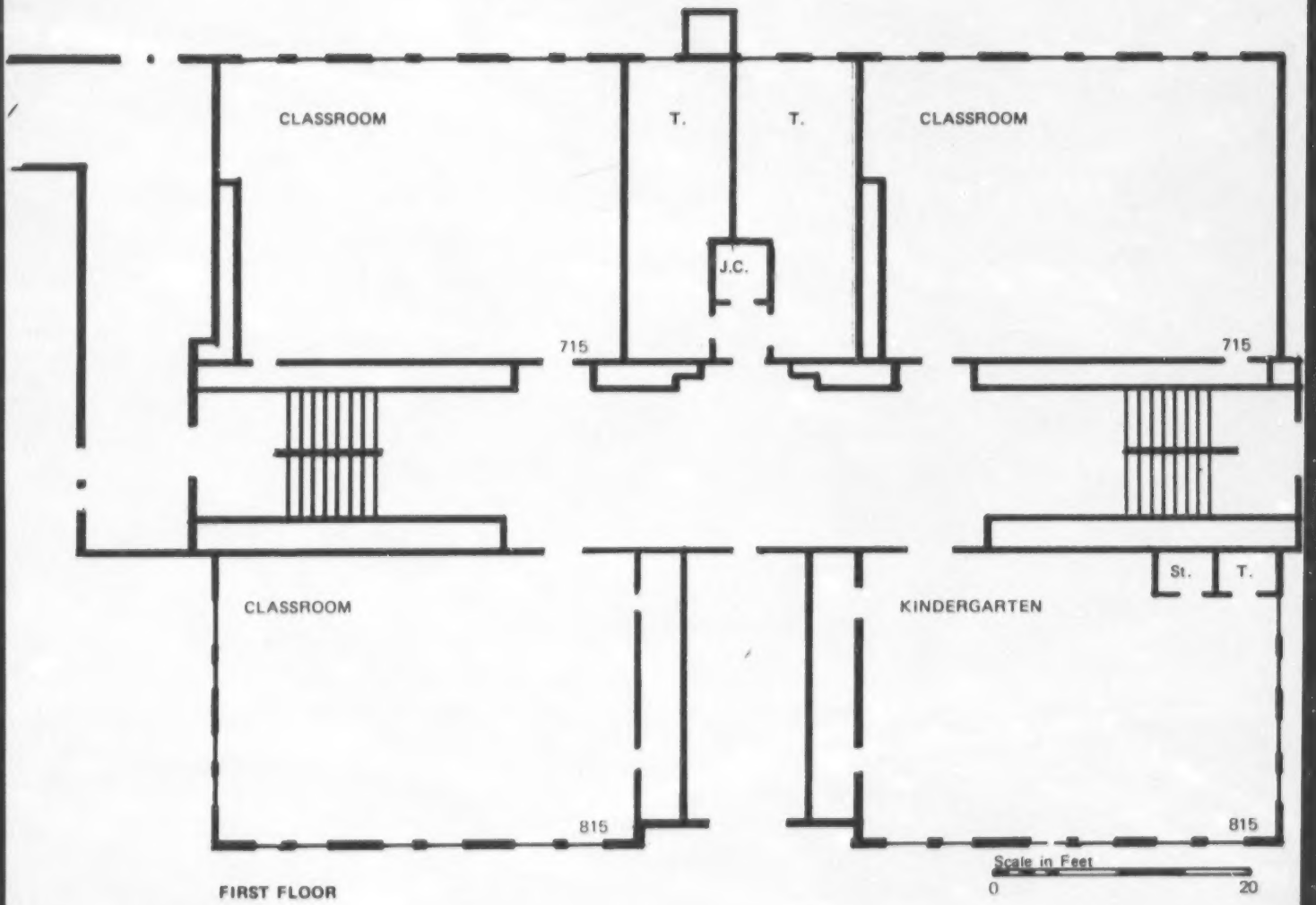


SITE PLAN
FRANKLIN & LINCOLN SCHOOLS
GARWOOD, NEW JERSEY



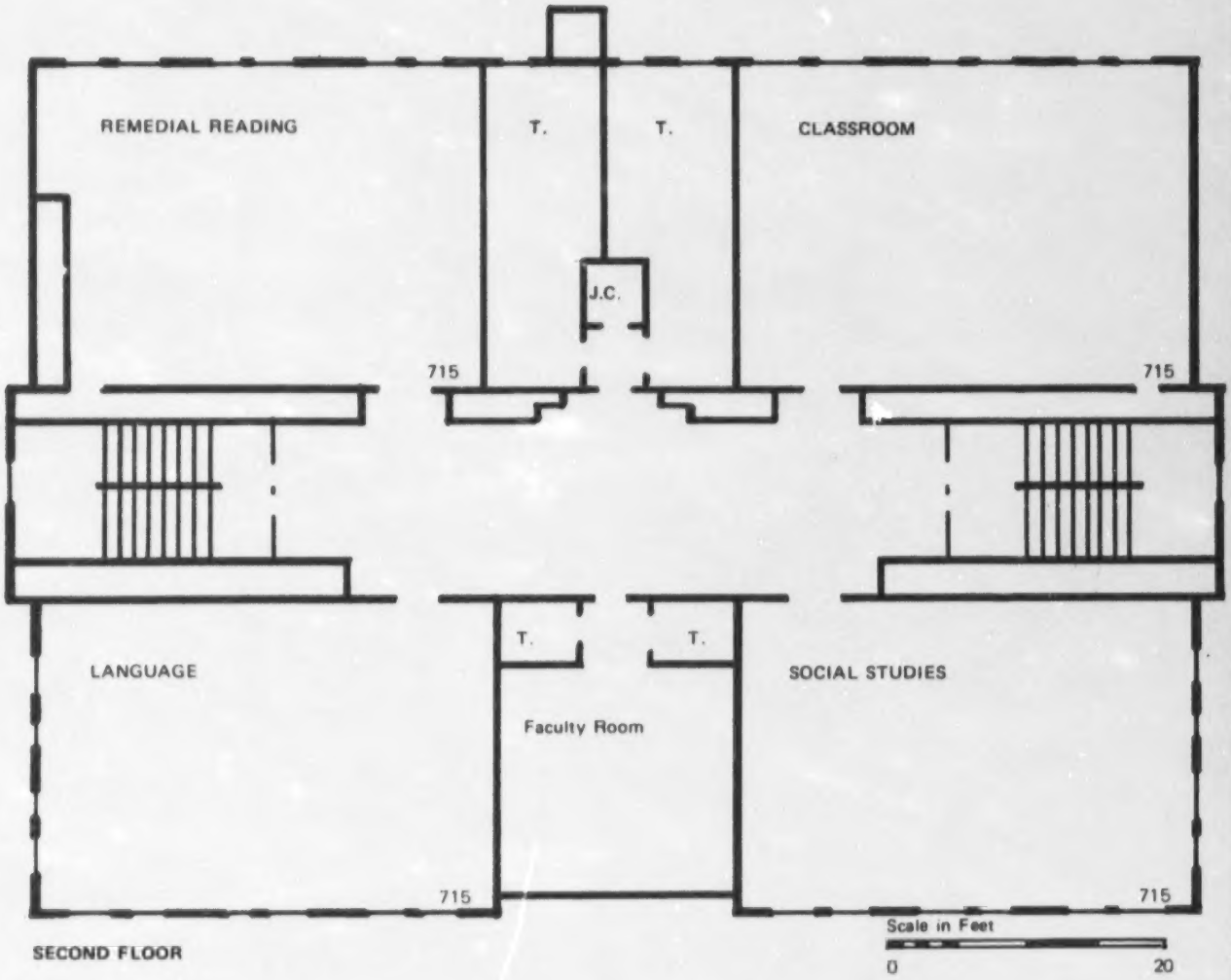
BASEMENT

FLOOR PLAN
FRANKLIN SCHOOL
GARWOOD, NEW JERSEY



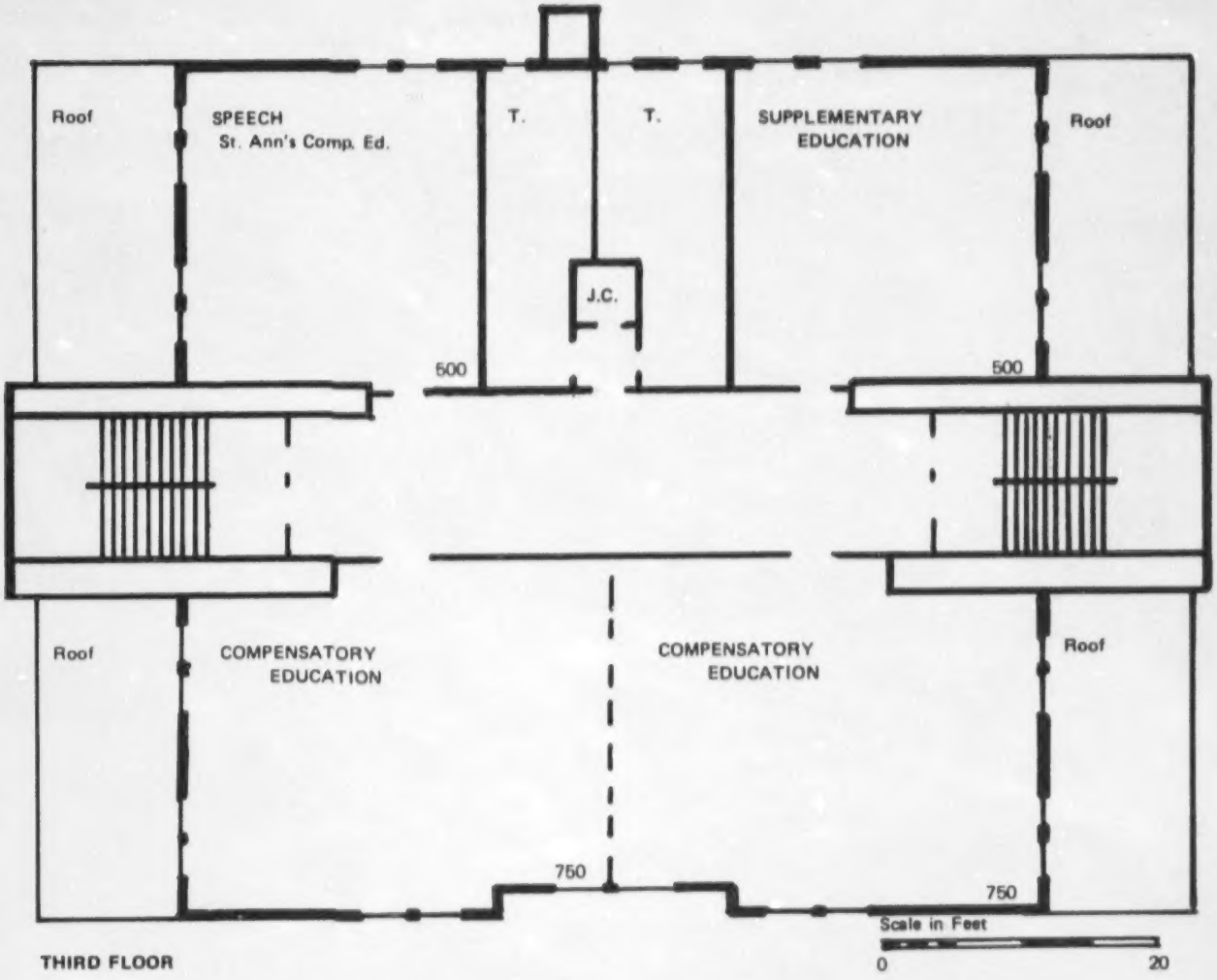
FIRST FLOOR

FLOOR PLAN
FRANKLIN SCHOOL
GARWOOD, NEW JERSEY

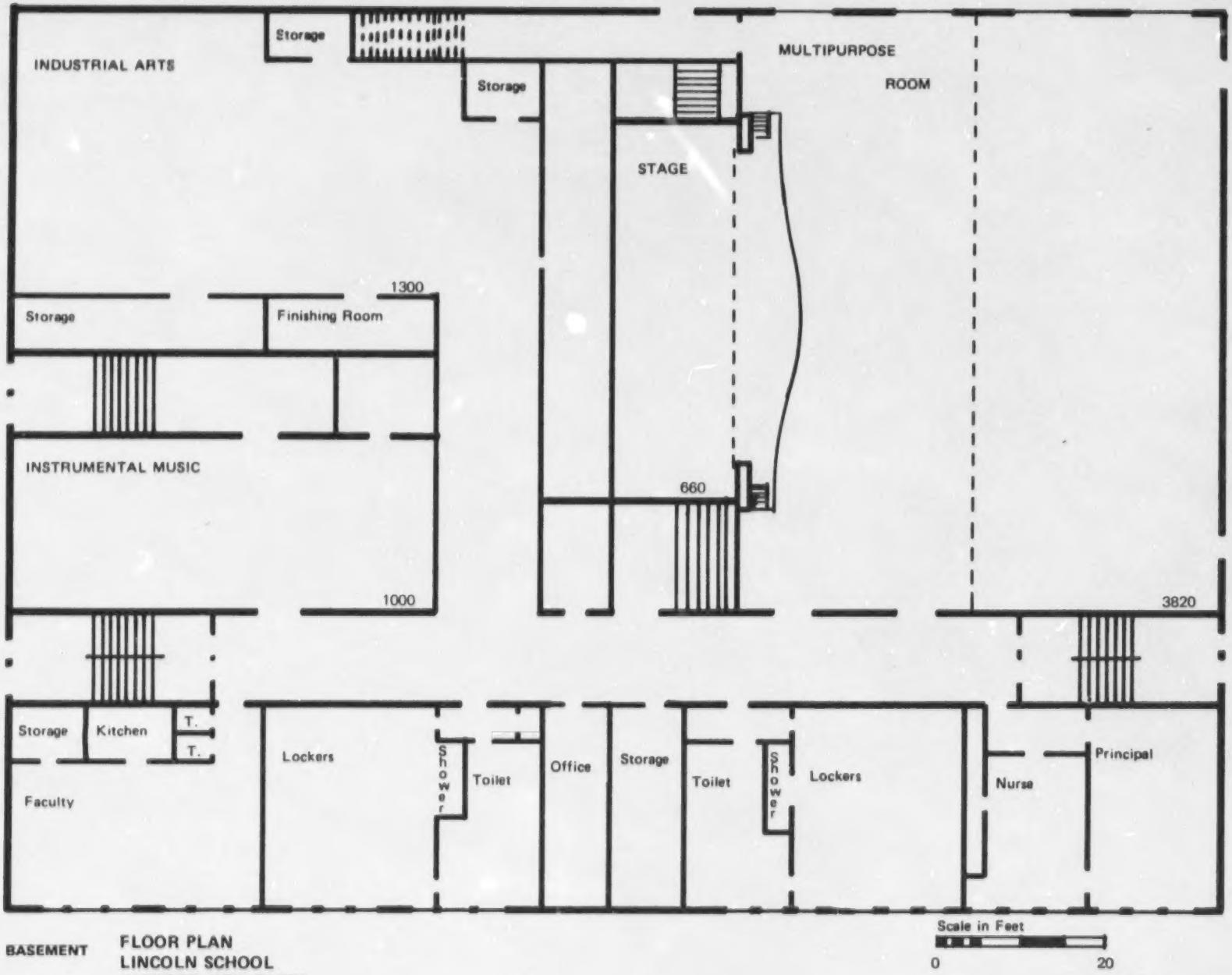


SECOND FLOOR

FLOOR PLAN
FRANKLIN SCHOOL
GARWOOD, NEW JERSEY

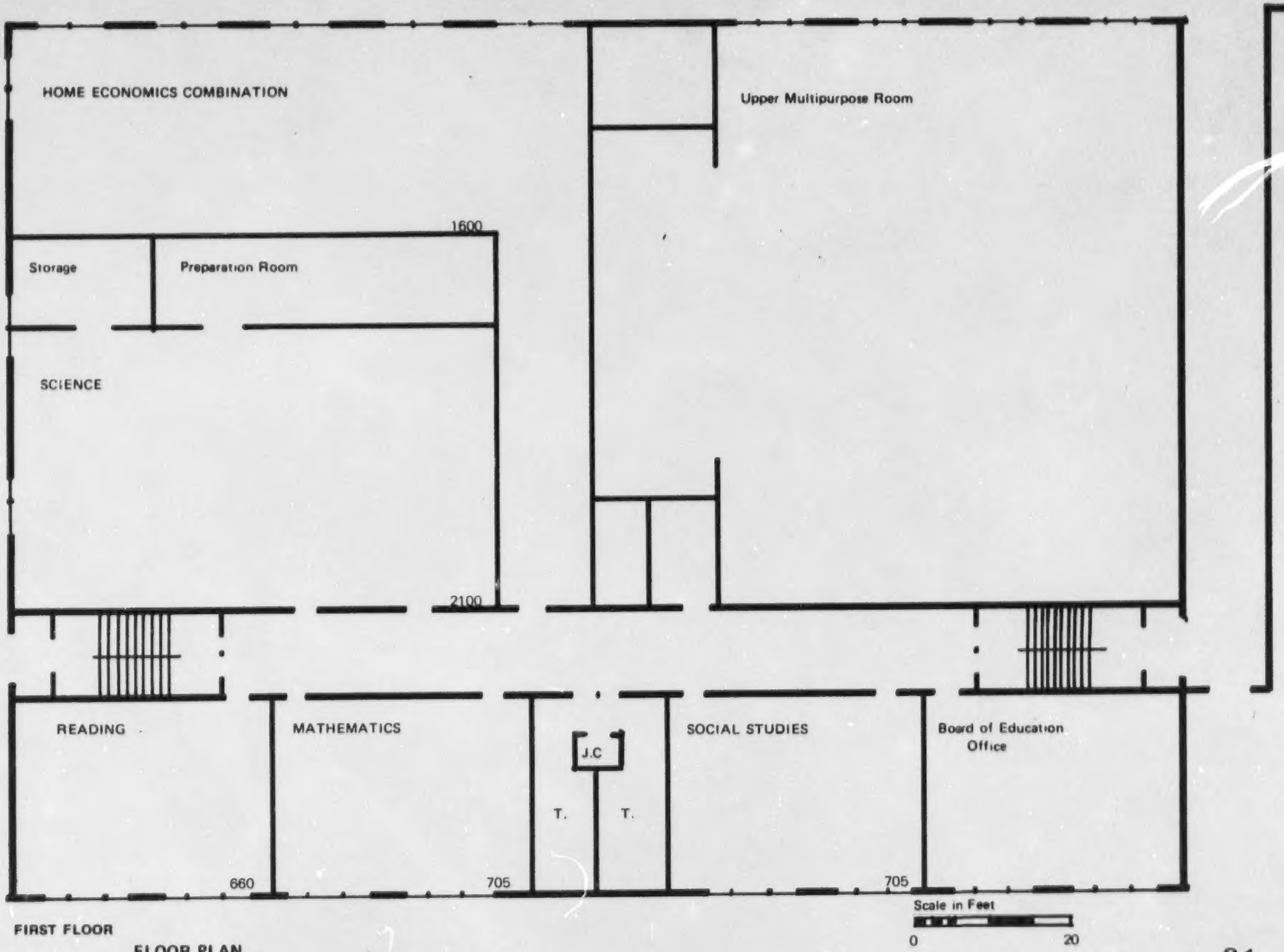


FLOOR PLAN
FRANKLIN SCHOOL
GARWOOD, NEW JERSEY



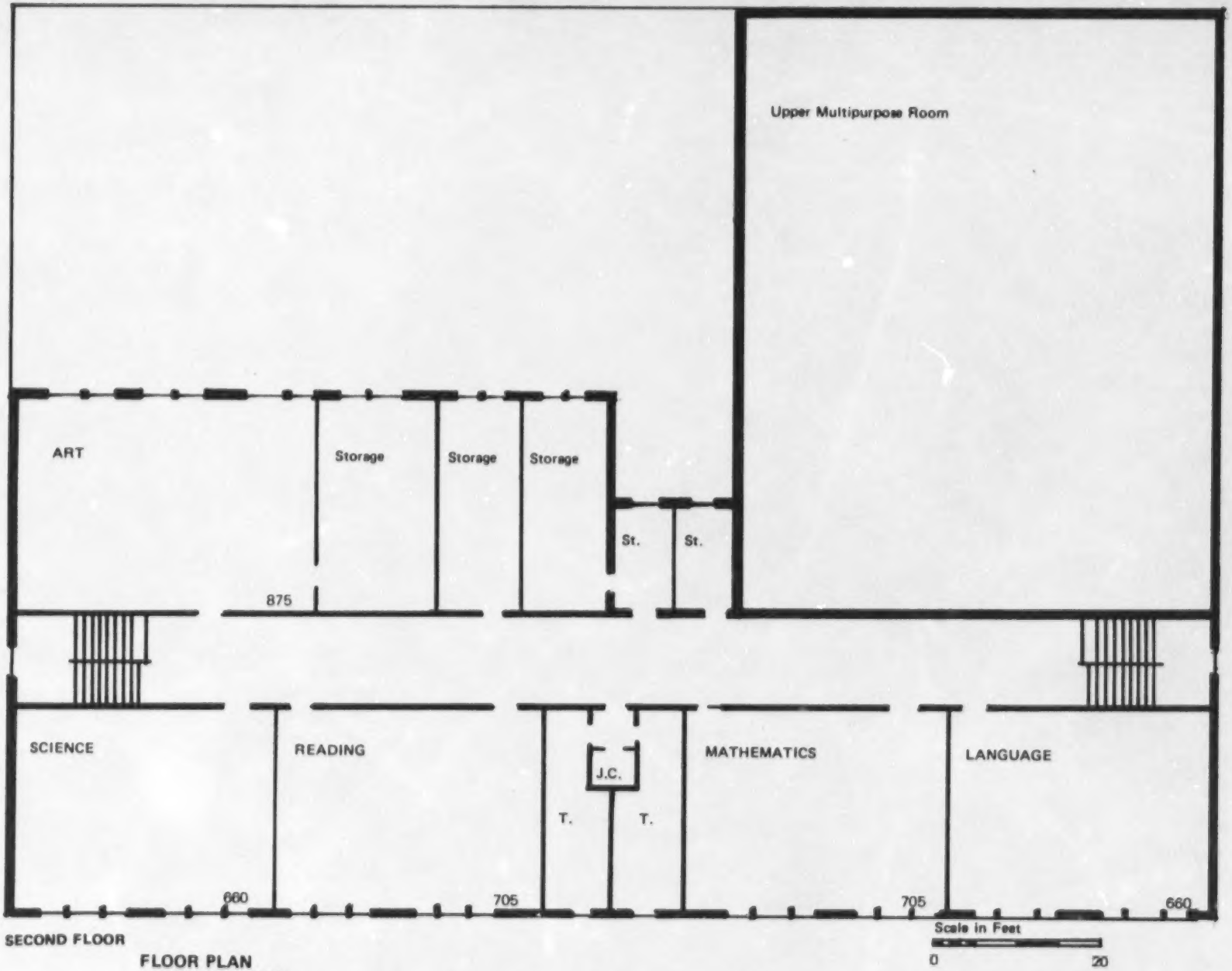
BASEMENT

FLOOR PLAN
LINCOLN SCHOOL
GARWOOD, NEW JERSEY



FIRST FLOOR

FLOOR PLAN
LINCOLN SCHOOL
GARWOOD, NEW JERSEY



I-49 SECOND FLOOR

FLOOR PLAN
LINCOLN SCHOOL
GARWOOD, NEW JERSEY

Community Recreational and Cultural Facilities

Unami Park is a County facility at the southern end of Garwood. The James Guerriero Field is a municipal recreational facility. The Borough library is located in the basement of the Franklin School.

VIII

RECOMMENDATIONS AND TIMETABLE

The combined capacity of Franklin and Lincoln, as calculated in Tables 14 and 15, is 424 pupils. This capacity includes special spaces—art, music, science, home economics, industrial arts, and the Borough Library. Because of the small enrollments in Garwood, it is difficult to achieve full-time use of these spaces. As a result, it would probably be better to include only the academic classrooms in the capacity of Lincoln. This would yield a capacity in Lincoln of 196 pupils, and a combined capacity of 331 pupils. By 1983 the enrollment in kindergarten through grade eight is expected to drop below 300 pupils for the entire Borough.

The Secretary of the Board is now in Lincoln, and the Superintendent, whose office was in Washington last year, 1978-79, is now in Lincoln sharing the principal's office.

Washington School is a small building, with only three classrooms in operation and small classes, which will undoubtedly become even smaller in the years ahead. The building was built in 1922. Its site is small—only 1.94 acres. There can be little justification for maintaining this school beyond 1983. It should be closed and demolished and all school activities, including administration, centered at the Franklin-Lincoln complex by that time.

IX

SUMMARY

County Union District Garwood Date August, 1979

Area of District 0.69 sq. mi. Per Cent Developed 97

Member of Union County Regional High School District No. 1

Current Enrollment 393 Enrollment in 5 Years 295 Enrollment in 10 Years 272

Pupils in Temporary Facilities None Pupils on Less Than Full-Time Session None

School	Grade Levels	Functional Capacity	Site Size (acres)	Location	Action	Estimated Completion Date
EXISTING						
Washington	K-2	92	1.94	F-7	Close	1983-84
Franklin	K-5	135	) 2.53	D-3	Use jointly	1983-84
Lincoln	4-8	289	)		for K-8	
PROPOSED SCHOOLS: None						